

The Rise of Shared Online Video, the Fall of Traditional Learning

Dr. Curtis J. Bonk, cjbonk@indiana.edu
Professor, Indiana University



Elliott Masie, Learning Trends, March 2, 2010

“Raising bandwidth, lowered equipment costs, ease of editing and growing expectations of learners will make video a profound component of our learning efforts going forward. “



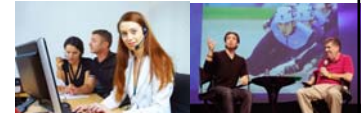
Elliott Masie, Learning Trends, March 2, 2010

- Video “YouTube” story segments
- Video Podcasts
- Video Reports – Webcam Captures
- Produced Video for Learning Modules
- Skype (with video)
- Webinar Video Elements
- High Definition Video Conferencing (up to 4 Megs)



Elliott Masie, Learning Trends, March 2, 2010

- Telepresence Video (Beyond 6 megs)
- Flipcam and iPhone Video Clips
- Webchat Video
- Video Capture of Seminars and Classrooms
- Video Keynotes Live and Asynchronously.
- Video Guests in Workshops and Conferences
- Video Coaching



LearningTalks - a series of short, free, video interviews on learning. The MASIE Center.

<http://www.learning2010.com/Videos/lonathankopp.htm>



Professor Celebrity YouTube Videos (Michael Wesch, millions of views)



Professor Celebrity YouTube Videos (Alexandra Juhasz)

Juhasz Final Video

YouTube Growth

Randy Pausch's last lecture

April 2008 ~2 million views	October 2008 7.5 million views	March 4, 2012 14.5+ million views
---------------------------------------	--	---

December 10, 2010:

Mobile Music; Virtual Bands, Choirs, Singers, etc.
iBand Rocks Tunes on iPads and iPhones;
PadGadget.

July 22, 2011

GETideas Channel, Cisco (Education Thought Leader Series uploaded to YouTube)
<http://www.youtube.com/user/GETideas#g/u>

August 18, 2011

HowStuffWorks, iPhone App, USA Today, Marc Saltzman

October 19, 2011

History for Music Lovers, Washington Post
The French Revolution ("Bad Romance" by Lady Gaga)
Trojan Way ("Tainted Love" by Soft Cell)
Charlemagne ("Call Me" by Blondie)
<http://www.youtube.com/user/historyteachers?blend=6&ob=5#p/a/u/1/cjQ4j-D5o0a>
<http://www.youtube.com/user/historyteachers?blend=6&ob=5#p/f/12/kJULC0jsgdA>

October 20, 2011
e-Learning Conference, Skype Connection, Hawaii and Indiana

December 11, 2011
CNN Heroes, List of Top 10 Heroes
 The Heroes: http://www.cnn.com/SPECIALS/cnn.heroes/index.html?hpt=hp_t1

December 27, 2011
Illiterate until his 90s, Jim Henry is now an author, By Janice Lloyd, USA TODAY
<http://www.usatoday.com/story/news/nation/2011/12/27/illiterate-until-90s-now-an-author/52234122/>

January 2012
Unbroken: A World War II Story of Survival, Resilience, and Redemption (Louis Zamperini)
<http://www.amazon.com/Unbroken:World-Survival-Resilience-Redemption/dp/1400064163>

January 2012
Learn to Play Pool in Ten Minutes -- billiards instruction, YouTube (731,000+ viewers)
<http://www.youtube.com/watch?v=qbmNcYH52e0>

January 29, 2012
Apple's new electronic textbook initiative just another chapter in a developing story, Herald Times, Mike Leonard
http://www.heraldtimesonline.com/stories/2012/01/29/news_apples-new-electronic-textbook-initiative-just-another-chapter-in-story.siv?print=1

February 9, 2012
A first-hand look inside a flipped classroom, eSchool News,
Meris Stansbury
<http://www.eschoolnews.com/2012/02/09/a-first-hand-look-inside-a-flipped-classroom/>
<http://www.eschoolnews.com/2012/02/09/a-first-hand-look-inside-a-flipped-classroom/print/>

Watch Lake Elmo Elementary's experience:



February 14, 2012
Online Video Demonstrations
(e.g., 3D Printer at Masie Learning LAB)
<http://www.masie.com/3dprinter>



February 14, 2012
Frontier Airlines employees sharing concerns over impending layoffs, WTMJ News
<http://www.todaystmj4.com/news/local/139325383.html>



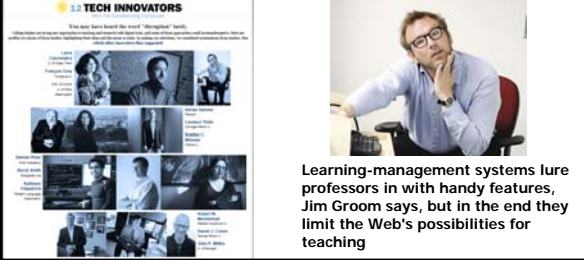
February 21, 2012
Rethinking Learning with Salman Khan, Stanford Graduate School of Business
<http://www.youtube.com/watch?v=Wvj68nQabw>
Khan Academy Founder Finds Simplicity Appeals in Online Education Experimentation
<http://www.gsb.stanford.edu/news/headlines/sal-khan-at-academy.html>
Let's use video to reinvent education, TED, March 2011
http://www.ted.com/talks/salman_khan_let_s_use_video_to_reinvent_education.html



February 24, 2012
Lorma International School, the Philippines (Hannah Kimberly Obar, First Grade teacher)
<http://www.youtube.com/watch?v=1C435Ut-GzA>
<http://www.youtube.com/watch?v=JZp1rEjgAak>



February 26, 2012
Self-Described 'EduPunk' Says Colleges Should Abandon Course-Management Systems, Chronicle of Higher Education, Nick DeSantis
<http://chronicle.com/article/Jim-Groom/130917/>
 12 Tech Innovators: <http://chronicle.com/article/Rebooting-the-Academy-12-Tech/130926/>



Learning-management systems lure professors in with handy features, Jim Groom says, but in the end they limit the Web's possibilities for teaching

February 27, 2012

Seeds for Empowerment in Argentina 1001 Music, Alex Bonk producer

<http://www.youtube.com/watch?v=HM-41oULK&list=ULUvYrQFGGPKN5aKq3-Ea&index=2&feature=plcp>

The video shows a man in a blue shirt speaking in front of a screen that says 'Ya-Ma-He Centro Ludovico'. Below him, a caption reads: 'With these devices, teachers can learn to study and share their knowledge with other classmates.' To the right, another video frame shows a hand holding a smartphone with the text: 'The students can access the internet too and set new expectations for learning.'

Video is Popular in Korea

The collage includes: a person at a computer workstation; a person sitting at a desk in front of a large window; a person at a desk with a blue background; a person at a computer workstation; a person at a desk with a large screen; and a person at a desk with a large screen.

Video is Popular in Japan

The collage includes: a man in a suit speaking; a landscape with mountains; two men standing together; two women holding smartphones; a landscape with mountains; and a man in a suit standing.

Video is Popular in the UK (Videos of the Periodic Table, Univ of Nottingham)

The collage includes: a periodic table of elements; a man in a green shirt speaking; a man in a white shirt speaking; a man in a white shirt speaking; a periodic table of elements; and a man in a white shirt speaking.

Top Smartphone Apps to Improve Teaching, Research, and Your Life

By Jeffrey R. Young, January 2, 2011, Chronicle of HE
<http://chronicle.com/article/Smartphones-on-Campus-the/127397/>

The collage includes: a man in a lab coat pointing at a model; a smartphone app interface showing anatomical models; and a smartphone app interface showing anatomical models.

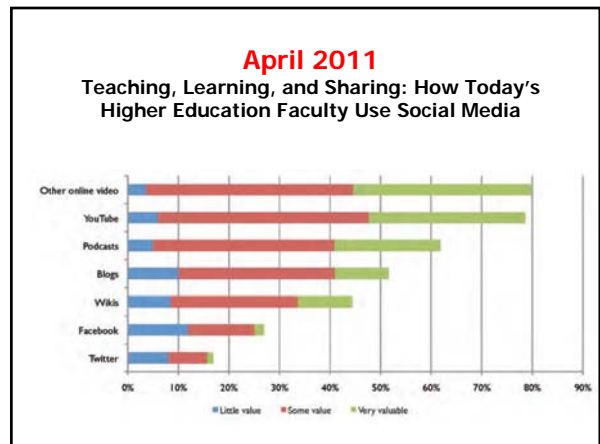
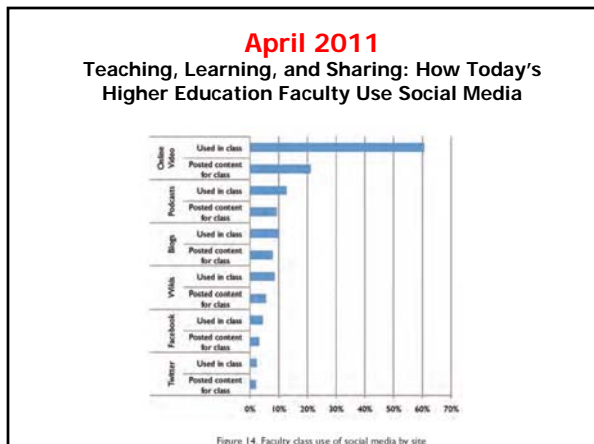
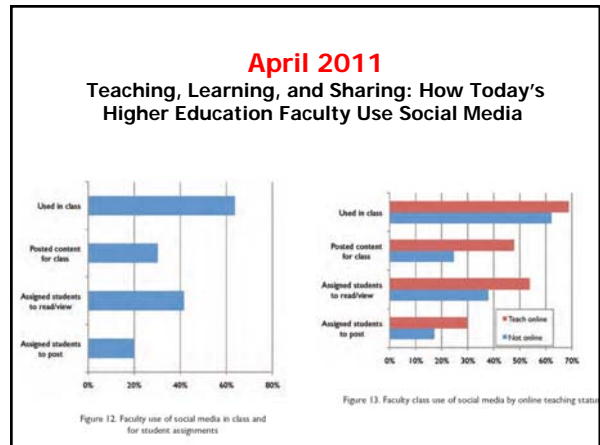
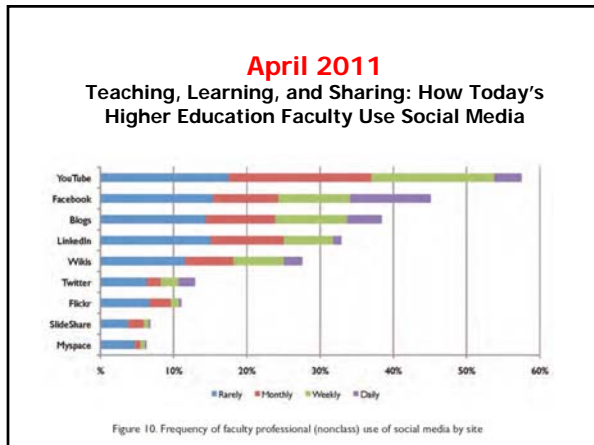
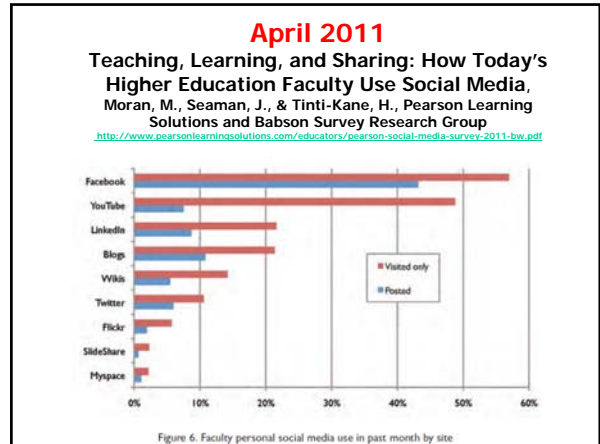
Peter H. Abrahams, a professor of clinical anatomy at the U. of Warwick, helped create an app called Aspects of Anatomy. It includes 38 short films of Dr. Abrahams guiding viewers through anatomical models of human organs. Here he points to a model of the bronchial tree.

Video is Popular in United States

Videos: Unleashing Technology to Personalize Learning, Education Week, October 5, 2010

<http://www.edweek.org/ew/section/video-galleries/october05-event-edtech.html>

The collage includes: a woman in a purple top speaking; a man in a suit speaking; a woman in a purple top speaking; and a man in a suit speaking.



July 26, 2011

71 Percent Report Using Video Sharing Sites, Pew Internet and American Life Report. Kathleen Moore
http://technology.msnbc.msn.com/_news/2011/07/26/7171105-71-percent-using-video-sharing-sites-pew-report

26
July 19, 2011

71 percent using video-sharing sites: Pew report

Year	Typical Day (%)	Total (%)
2006	8%	33%
2007	15%	48%
2008	20%	52%
2009	17%	62%
2010	22%	66%
2011	20%	71%

Source: The Pew Research Center's Internet & American Life Project, April 20 - May 22, 2011 Spring Tracking Survey. n=2,277 adult internet users ages 18 and older, including 755 cell phone interviews. Interviews were conducted in English and Spanish.

July 26, 2011

71 Percent Report Using Video Sharing Sites, Pew Internet and American Life Report. Kathleen Moore
http://technology.msnbc.msn.com/_news/2011/07/26/7171105-71-percent-using-video-sharing-sites-pew-report

Visits to online video-sharing sites increasing most in rural areas
 % of internet users in each group who have visited video-sharing sites

Area	December 2005 (%)	June 2009 (%)	April 2011 (%)
Urban	38%	52%	72%
Suburban	23%	57%	71%
Rural	21%	37%	68%

Source: The Pew Research Center's Internet & American Life Project, April 26 - May 22, 2011 Spring Tracking Survey. n=2,277 adult internet users ages 18 and older, including 755 cell phone interviews. Interviews were conducted in English and Spanish.

July 26, 2011

71 Percent Report Using Video Sharing Sites, Pew Internet and American Life Report. Kathleen Moore
http://technology.msnbc.msn.com/_news/2011/07/26/7171105-71-percent-using-video-sharing-sites-pew-report

African-Americans and Hispanics are more likely than whites to visit video-sharing sites.
 % of internet users in each group who visit video sharing sites (total and on a typical day)



Group	Typical Day (%)	Total (%)
White, Non-Hispanic	25%	69%
Non-White	34%	79%

How long is an ideal YouTube video?
 (Link, Bonk, et. Al, 2010)

Duration	Percentage (%)
1-4 minutes	64.05%
4-7 minutes	24.53%
7-10 minutes	4.57%
Less than a minute	4.57%
Over 10 minutes	2.28%


Bonk (2011)

“Clearly, YouTube technology is something in which students in higher education settings in the United States are highly familiar. It is a tool of the culture. And it is one that instructors from K-12 to higher education to corporate training need to begin experimenting with in their classes.”

Why Use Video?

- 1. Importance of shared online video:** educational psychologists such as David Ausubel (1978) argued that knowledge was hierarchically organized.
- 2. New learning concepts and ideas to be subsumed under or anchored within prior learning experiences.**



Why Use Video?

- Ausubel suggested that new info is going to be meaningful if it is anchored (i.e., attached or related) to what learners already know and understand.
- Advance Organizers: Provide a context, richer learning, can be replayed for key concepts, bring students to the real world, discussion, reflection, common experience, and deep thinking.



Why Use Video?

- Dual coding theory (learning information verbally and visually is more richly stored): Alan Paivio.
- Anchored instruction and macrocontexts: John Bransford and colleagues.
- Multimedia theory: Richard Mayer.



Animation of Videos

(e.g., RSA Animate - Drive: The surprising truth about what motivates us)

<http://www.youtube.com/watch?v=u6XAPnuFjJc>
<http://comment.rsablogs.org.uk/videos/>



Which of these video sharing sites do you use?

- BBC News Video and Audio
- CNN.com Video
- MSNBC.com
- Google Video, Yahoo Video
- Current TV
- Fora TV
- MIT World
- YouTube, YouTube Edu
- TeacherTube
- Link TV, Explore, Global Pulse, Latin Pulse
- Howcast, Big Think, WonderHowTo, Explo.TV, NASA TV, ClipChef, TV Lesson, BookTV, Edutopia videos, MonkeySee, doFlick, the Research Channel, iVideosong



Video Sharing Websites



CNN Video and MSNBC

<http://www.cnn.com/video/>



Current TV

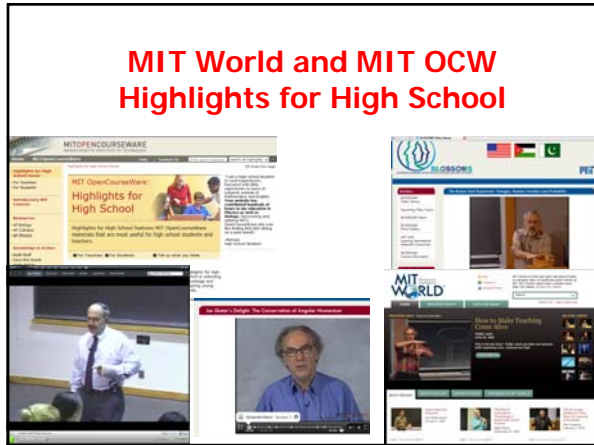


ABC News/Health

Tim Cook takes over as Steve Jobs resigns as Apple CEO, Walter Hamilton, August 24, 2011



MIT World and MIT OCW Highlights for High School



TED:

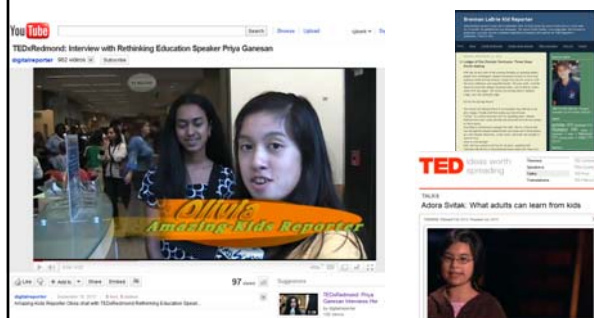
Technology, Entertainment and Design



TEDxRedmond: Interview with Rethinking Education Speaker Priya Ganesan,

November 24, 2010, Arlith Davis Cole, teacher, author, literacy consultant

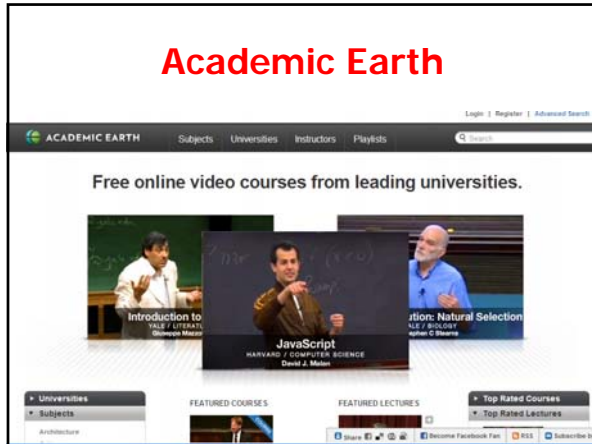
<http://www.youtube.com/watch?v=0BVZRNYA-IA&feature=channel>



YouTube EDU Page



Academic Earth



TV Lesson (expert videos)



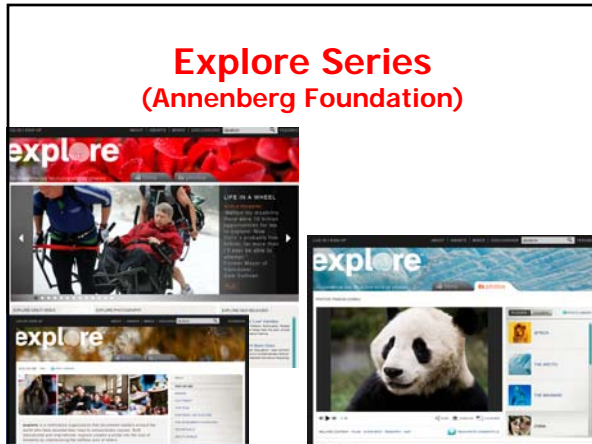
Big Think (short topical videos from famous people)



Link TV (Television without Borders)

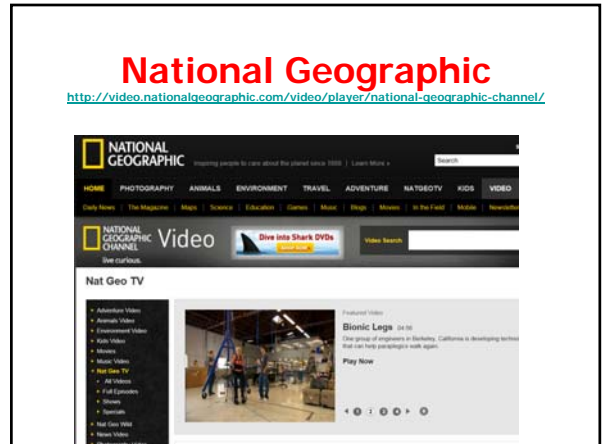


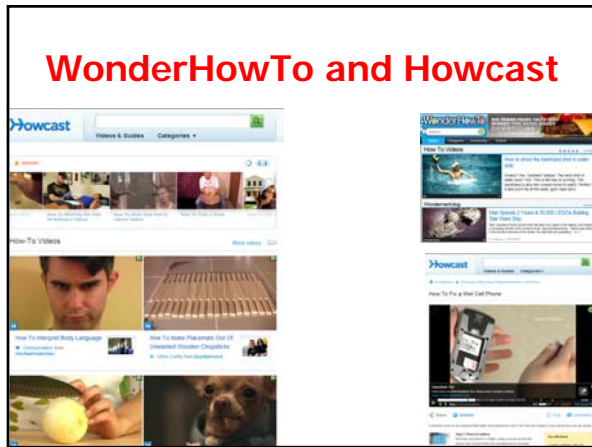
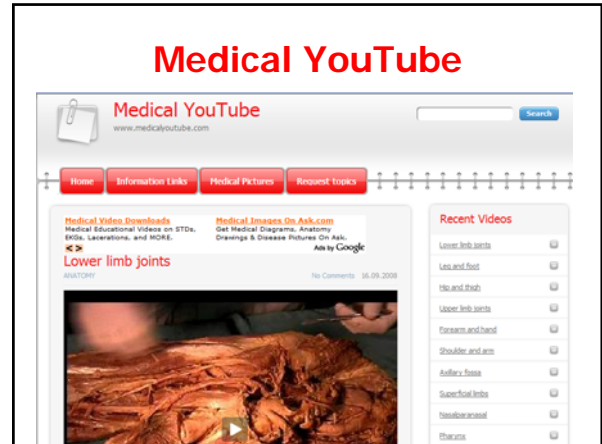
Explore Series (Annenberg Foundation)



National Geographic

<http://video.nationalgeographic.com/video/player/national-geographic-channel/>





Michelle Rhee, Students First
<http://www.studentsfirst.org/pages/michelle>
http://www.studentsfirst.org/video?utm_medium=email&utm_source=studentsfirst&utm_campaign=20110806email&source=20110806email

Origins of Humans, Brian J. Ford, Microbiologist, Cambridge, UK
<http://www.youtube.com/user/Tellymonitor#p/u/1/1hGeApsKJasr>
 Origin of Humans: <http://www.youtube.com/user/Tellymonitor#p/u/2/5WwVEdt8cu>
 Tellymonitor's Channel: <http://www.youtube.com/user/Tellymonitor>
 BBC programs omit living cells: <http://www.youtube.com/watch?v=rdNpTh6Cx6Y>
 Secret Weapons: <http://www.youtube.com/user/Tellymonitor#p/u>

But is this a revolution?

Shared Online Video...
Let's Think Outside the Box!
 (For 99 Seconds—What has happened in the past year related to the use of video to teach?)

**Ten Anchors and Enders:
 Instructor Centered**

1. Online Video Anchoring

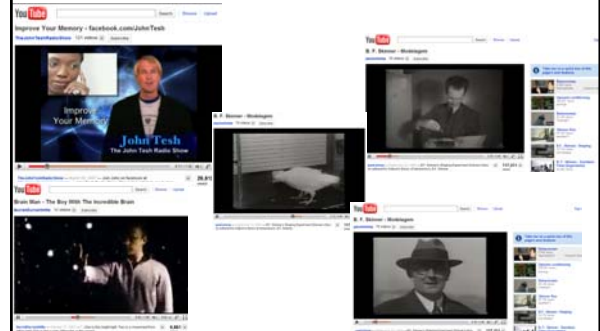
Online videos are used as an anchor or advance organizer of a class lecture.

Anchored Instruction (find anchoring event (YouTube, CNN, BBC, TeacherTube, CurrentTV)

- In a synchronous lecture interrupt it with a summary video (could be a movie clip) explaining a key principle or concept.
- Refer back to that video during lecture.
- Debrief on effectiveness of it.



Learning and Memory Videos



2. Online Video Ender

Online videos are used after discussion and activities as a class "ender" or capstone event.



3. Anchoring and Ending

One or more online videos are used to start discussion as well as others at the end of the class to draw a sense of closure to that discussion.



4. Online Class Previews and Discussions

The instructor(s) finds videos and then posts them to the course management system for students to watch prior to or after class. If students participate in an online discussion based on such videos, the instructor should be clear about the length of post (e.g., two paragraphs) and how many comments of peers to respond to.



5. Anchor with Discussion

The instructor(s) finds videos and shows them in class and students discuss them in small groups with certain assigned tasks.



Video about children, iPads, and learning ,
MSNBC, Mitch Resnick, MIT Media Lab

<http://www.msnbc.msn.com/id/43384144/vp/45345259#45359981>



6. Pause and Reflect

The instructor(s) plays a portion of a YouTube video and pauses for reflections and then continues playing the video which is followed by still more class reflection.



7. Key Concept Reflections

Instructor shows the YouTube video and asks students to reflect on concepts embedded in it. He may replay the video 1-2 more times while prompting the class for certain key concepts. He might ask students to say "pause" when they see a concept from a particular chapter or unit displayed.



8. Video Anchor, Lecture, and Test (VALT)

Instructor(s) might show 1-2 YouTube videos at the start of a class and then lectures on topics related to concepts in those videos. When done lecturing, the instructor might show the same YouTube videos and ask for student reflection papers or discussion of what concepts are displayed in them. Such an activity might be embedded in a course quiz or examination.



9. On-Demand Conceptual Anchoring and Review

Instructor pauses a class activity or discussion at any moment and shows a YouTube videos related to a concept, theory, or idea being presented or discussed.

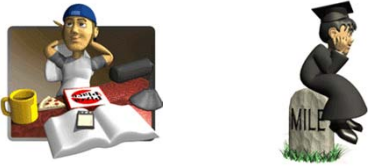


10. Videoconferencing Anchors and Enders

YouTube videos might be shown in a videoconference or Web conference with other classes and then used to spur discussion and interaction across sites. Controversial videos might be purposefully chosen to foster such interaction.



Ten Anchors and Enders: Student Centered



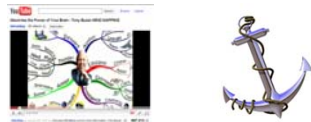
1. Course Resource Provider Handouts

Students find videos and show them in class and discussion unfolds. Students assigned as the cool resource providers for the week are asked to create a handout for the videos and other course resources selected.



2. Class Previews of Student Anchors

Have students (as cool resource providers) find videos and share with the class which previews them prior to the class meeting and discussion of them.



3. Collaborative Anchoring

A pair of students as well as the course instructor each find a few relevant videos for the week and then share what they have found with each other and decide which ones to use in class.



4. Student Anchor Demonstrations

Each student brings a video to class and presents and explains how each one is related to course concepts. A coinciding handout of videos and concepts is recommended.



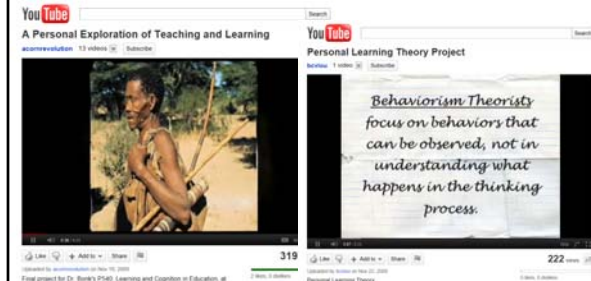
5. Anchor Creators

Students create their own YouTube videos to illustrate course concepts.

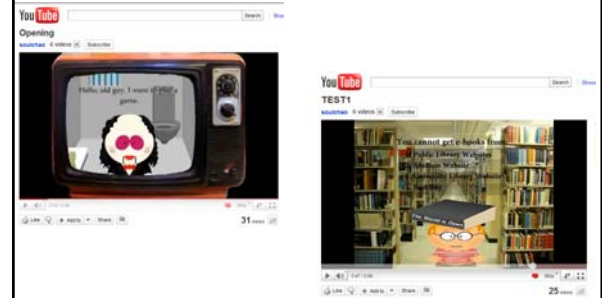


Student YouTube Products

<http://www.youtube.com/watch?v=xiwSIryPzsQ>
http://www.youtube.com/watch?v=x3FJyi4Pn_E
<http://www.youtube.com/watch?v=eD1awpaSuPO>

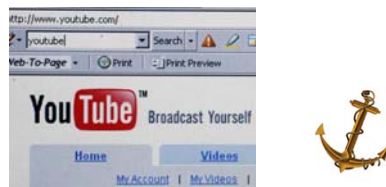


Interactive YouTube Products (R685, Spring 2011)



6. Anchor Archives

An archive is created of videos from previous years and students are asked to update them.



7. Video Anchor Competitions

Students find relevant videos and send the list to the instructor(s) for viewing and selecting. The students whose videos are selected might receive special class recognition or bonus points.



8. Video Sharing and Ranking

Students might share YouTube videos across class sections or institutions and perhaps rate those posted by their peers.



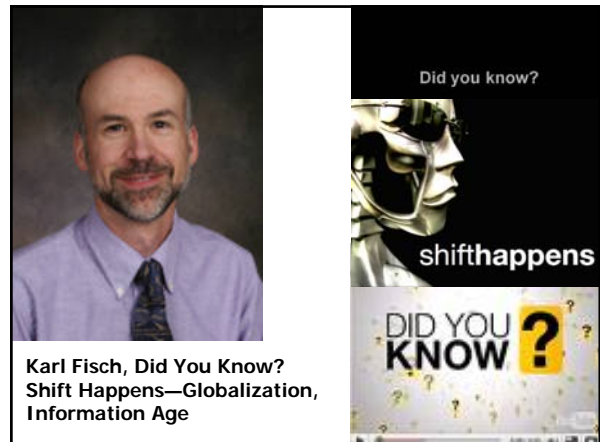
9. Video Anchor Debates

Students are asked to find YouTube or other online video content on the pro and con sides of a key class issue and then use them in face-to-face or online discussions and debates.



10. Anchor Creator Interviews

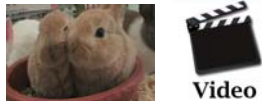
Students find YouTube videos relevant to course concepts and email interview the creator about the purpose and potential uses of the video or perhaps request that the creator join the class in a synchronous chat.



Karl Fisch, Did You Know?
Shift Happens—Globalization,
Information Age

Bonk (2011)

This is just a small sample of possibilities that each of us now has to learn with shared online video. Seems nearly everyone can find educational uses for shared online video. The potential is immense. Access is increasing. Better evaluation methods and indexing schemes are needed. The time has ripe to put these millions of free videos to work. It may be up to you!



But who can use shared online video?



Audiences and Uses of Shared Online Video

1. Instructors: start or end a class with online video as an anchor for student discussion and debate, while asking students to reflect on concepts embedded in the videos that relate to course content.



Audiences and Uses of Shared Online Video

2. Formal Learners: find and present online videos to show to the class that demonstrate concepts, provide an historical context for learning material, or integrate multiple topics as well as those that they simply find inspiring within a field of study.




Audiences and Uses of Shared Online Video

3. Informal Learners: browse and watch instructional video sites for situation specific needs and personal interests, including business and finance, healthcare, cooking, crafts and hobbies, sports and fitness, relationships, parenting, travel, technology, and so on.



Audiences and Uses of Shared Online Video

4. Curriculum Developers: embed critical video snippets or complete lectures at key points in a course for learner reflection.



Audiences and Uses of Shared Online Video

5. Librarians: create videos to demonstrate how to use technology resources and tools to access information as well as call attention to any changes in materials, networks, procedures, and operations.



Audiences and Uses of Shared Online Video

6. Executives, Administrators, and Consultants: open or close meetings using short online videos to foster debate or reflection on recent problems, strategic plans, or upcoming events.



Audiences and Uses of Shared Online Video

7. Training Managers: make available a series of videos that employees can watch on-demand when the need arises; especially short, instructional ones that are adapted to hectic schedules and pressing demands.



Audiences and Uses of Shared Online Video

8. Conference Directors and Keynote Speakers: post complete or short summary videos of invited talks and keynote speeches prior to or after a workshop, conference, institute, or summit as a means of sharing and reflecting upon that event.



Audiences and Uses of Shared Online Video

9. Bloggers: point to online videos that exemplify a recent issue or emerging trend linking to their blog reflections or extending well beyond them.




Audiences and Uses of Shared Online Video

10. Podcasters: embed links to shared online videos that relate to a particular podcast session or set of online audio files.



Audiences and Uses of Shared Online Video

11. Global Educators, Consultants, and Heads of Non-Profit Agencies: post videos that exemplify a mission statement or stated goals as well as recent societal issues and problems as a means of attracting attention and dialogue.



Audiences and Uses of Shared Online Video

12. Government Agencies and Politicians: post online videos that relate to proposed or newly adopted policies, activities, and events.




Audiences and Uses of Shared Online Video

13. Retirees: watch online videos to learn new skills and competencies or explore personal hobbies and interests.



Audiences and Uses of Shared Online Video

14. Unemployed: search for and access videos that can add new skills, fine-tune existing ones, or arouse new career interests altogether as well as share what has been found with others in the same situation.



Advice and Guidelines

- 1. When using shared online videos, consider the learning theory or approach makes them more powerful than other media.
- 2. Assign students to reflect on why or how you used them.



Advice and Guidelines

- 3. Length of video for activities should be less than 10 minutes and preferably under 4 minutes.
- 4. Considering offering online video creation as an option—can foster student creativity.



Advice and Guidelines

- 5. Instead of finding all course videos, offer the student the chance to find and show 1-2 free online videos.
- 6. Watch and approve all videos before selecting. And test for link rot.



Advice and Guidelines

- 7. Have back-up videos in case do not work or are taken down.
- 8. Have a guidesheet, job aid, or scaffold to help students evaluate the validity of sources (issues of credibility/authority, quality, design, etc.)



Final Thoughts

It is important for instructors to begin to reflect on the power of such online video technology, to experiment on their use, and to share their results.



Slides at: TrainingShare.com
Papers: PublicationShare.com
Book: <http://worldisopen.com/>

Stand and Share Ideas
(Will Work, might work, won't work)

